



**ASSESSMENT  
(INCLUDING APPEALS AGAINST ASSESSMENT)  
PROCEDURE**

Document reference	2494
Version number	021
Owner	Diana Martin
Department/Area	Curriculum
Date of review	06.12.2023
Date of approval	10.01.2024
Approved by	SLG
Next review date	09.01.2026
Date of EIA if appropriate	
Status (delete as appropriate)	Internal/Public

## SCOPE

All enrolled learners.

### Purpose

To provide an analysis and recognition of the learner's competence following a period of learning and development. To ensure that we identify any reasonable adjustments and special considerations for learners undertaking assessment in accordance with the relevant Awarding Organisation (AO) policy on reasonable adjustments and special considerations. To support learners who wish to appeal against internal or external assessment decisions.

### Introduction

Assessment provides an important means of analysing the learning and development progress of a learner during a programme of study. It must be an ongoing process to ensure that the learner gains a full understanding of the qualification they are working towards and how far he/she has progressed at any given time. For learners whose programme of study results in an externally assessed qualification, it is important for the learner to be supported through a series of 'Mock Assessment' to enable us to monitor their learning and development.

### Procedure

#### Assessment

1. The teacher/assessor/Curriculum Manager **must ensure** that the learner is registered with the appropriate awarding organisation prior to any assessment taking place. It is the Curriculum Manager/Curriculum Leader's responsibility to check this has been actioned.
2. The teacher/assessor/Curriculum Manager **must ensure** that the learner is registered with the appropriate awarding organisation prior to any assessment taking place. It is the Curriculum Manager/Curriculum Leader's responsibility to check this has been actioned.

These must include at least:

- a) On course/programme assessment that has been subject to the Internal Quality Assurance (IQA) process and agreed as appropriate to the Awarding Organisation (AO) requirements. It is essential that assessors maintain both planning and assessment records for individual learners, demonstrating the learner's ongoing progress against the units of the qualification.
- b) External assessment will be carried out to meet the requirements of each Awarding Organisation.

3. Learner evidence and records of assessment will be held in a safe and secure location. This includes hard copy and electronic learner evidence and assessment records. Learner evidence will be retained in accordance with the AO requirements. Assessment records will be retained for a minimum of 3 years. (For SQA qualifications assessment records will be retained for 6 years)
4. Assessment decisions for competence based programmes will be countersigned by a qualified assessor if the primary assessor is unqualified (where applicable).
5. Assessment decision records and learner evidence will be subject to Internal Quality Assurance (IQA) in accordance with the relevant IQA procedures. See [Internal Quality Assurance/Moderation \(WBL/Apprenticeship Standard\)](#) and [Internal Quality Assurance/Moderation \(CBL\)](#)

### **Reasonable Adjustments and Special Considerations**

Reasonable adjustments are adjustments that can be made to the assessment for a qualification so as to enable a disadvantaged learner to demonstrate their knowledge, skills and understanding to the levels of attainment required by the specification for that qualification.

Special consideration will be given to a learner who has temporarily experienced:

- An illness or injury, or some other event outside of the learner's control.

Which has had or is reasonably likely to have had a material effect on the learner's ability to take an assessment or demonstrate their level of attainment in an assessment.

The college recognise adjustments or special considerations may be required at the time of an assessment if:

- Learners have a permanent disability or individual learning need/s.
- Learners have a temporary disability, medical condition or learning need/s.
- Learners are indisposed at the time of the assessment.
- Religious observance as appropriate.

The adjustment will depend on a number of factors including the needs of the learner. An adjustment cannot be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment and must be in accordance with the awarding body policy on reasonable adjustments and special considerations.

All Awarding Organisations (AO) operate a process for requesting Reasonable Adjustments and Special Considerations.

These are operated on a case by case basis for individual learners; if a request needs to be submitted to an AO, please follow their guidelines and add the details to ProSolution, retaining the request on the learner file on the G Drive.

## Appeals against assessment decisions

Learners have the right to appeal against internal or external assessment decisions on any assessed course in accordance with the following procedures:

### 1. Learner notification

The learner is notified of their rights to an appeals procedure via the following mechanisms:

- a) During their Induction Programme.
- b) As identified in the Learner Handbook which is provided to each learner at induction (or in the Higher Education handbook in the case of higher education learners).
- c) Ongoing through liaison with the Assessor/Personal Tutor.

### 2. Circumstances under which an appeal is possible

A learner may appeal against an assessment/grading decision if they have reason to believe that the assessment has not been carried out according to the current guidelines for that particular course/programme.

**Note:** A separate 'How Are We Performing?' procedure is in operation for compliments and complaints. This procedure is notified to all learners during induction and is used for all complaint situations other than appeals against assessment.

### 3. Appeals Procedure: Internal Assessment

Learners aggrieved by a decision of a teacher/assessor shall within 2 weeks of receiving notice of a grade/unit assessment have recourse to the following procedure for appeal. (See [QS\\_040 - Learner Appeal Against Assessment](#).)

#### Stage 1

Discuss with the teacher/assessor the criteria on which the decision was made. If the assessment decision is still not clarified/agreed after a period of 1 week then Stage 2 will apply.

#### Stage 2

The teacher/assessor will inform the Personal Tutor/IQA/Supervisor of the appeal. A record of the appeal will be completed by the Personal Tutor/IQA/Supervisor. The Personal Tutor/IQA/Supervisor will arrange a reassessment to be carried out by an independent college teacher/assessor. This should be carried out within 1 week. The learner also has the right to go directly to the Personal Tutor/IQA/Supervisor if they consider this more appropriate.

If the decision obtained from this process is not acceptable to the learner, then Stage 3 will apply.

#### Stage 3

A record of the appeal will be completed by the Personal Tutor/IQA/Supervisor.

Referral will be made to the relevant Curriculum Manager, who will either view the evidence and make an independent decision or discuss the decision with a panel consisting of the course team (excluding the original teacher/assessor). **This will take place within one month of escalation from stage 2.**

At this point, the Awarding Organisation and the college's Quality Assurance Coordinator (QAC) will be informed/consulted.

In the case of the learner still not being satisfied with the decision made, then Stage 4 will apply within two weeks of escalation from stage 3.

#### Stage 4

A record of the appeal will be completed.

A final appeal will be heard by the Assistant Principal for the area. In the case of a part-time learner this committee may also draw on the advice of the employee's line manager or representative.

The learner will be invited to attend all stages of the appeals procedure.

The decision of this panel will be communicated in writing to the Learner and a copy made available to the Awarding Organisation as appropriate.

#### Stage 5

If a resolution is not reached at stage 4, or if the learner is not satisfied with the progression of their appeal at other stages, the learner can submit their appeal to the Awarding Organisation who they are registered with. Dudley College of Technology will provide contact details at the induction stage of the learner's qualification. Subsequently, if the learner wishes to take their appeal further than the Awarding Organisation, they will be supplied with the contact details for the appropriate regulatory authorities.

### **4. Appeals Procedure: External Assessment (FE Learners only, HE learners should refer to the HE Academic Appeals Policy)**

To appeal against an assessment form [QS\\_040 - Learner Appeal Against Assessment](#) record should be completed.

#### Stage 1

The learner may discuss their appeal with their Personal Tutor/ Assessor. If after discussion the appeal is considered valid proceed to Stage 2.

#### Stage 2

A record of the appeal will be completed by the Personal Tutor/ Assessor. This will be heard by as final appeal as Stage 4 above. This decision will be communicated in writing to the learner and if the appeal is considered valid will be submitted to the appropriate Awarding Organisation in accordance with their appeals procedures.

#### Stage 3

If the learner is not satisfied with the Awarding Organisation's decision, they will be provided with the contact details for the appropriate regulatory authority, where they can take their appeal further.

All records relating to appeals will be uploaded and held in the learners E-ILP.

The procedures have a series of time deadlines. However, in the case of results being notified to learners after the first week in June, the timelines may not be possible. In such circumstances, stages 1 or 2 may be deferred until the second week in September. [Classroom Based Learning (CBL) only].